

Portfolio Recommendations

IEP teams are encouraged to maintain student portfolios to facilitate the continuity of services to students. It is recommended that the portfolios accompany the Standards Status Report and follow the student from grade to grade and from school to school, especially for Level I. For Level II, the teacher may want to identify specific examples of pertinent student work. Evidence of student achievement on selected skills may be demonstrated and collected using a variety of formats. Portfolio collections may include samples such as these below.

Work products and samples of student performance:

- ◆ list of survival words, logos, and environmental signs the student knows (R-FS3 PO1)
- ◆ sample of student's materials for matching picture to word (R-FS5 PO6)
- ◆ list of words student reads (R-FS5 PO7)
- ◆ printed sample of first and last name from models (W-FS3 PO1)
- ◆ printed sample of address and phone number from models (W-FS3 PO4)
- ◆ printed sample of first and last name without models (W-FS3 PO5)
- ◆ printed sample of simple words and sentences without models (W-FS3 PO6)
- ◆ anecdotal records of events regarding specific topics, such as retelling stories, experiences, or movies or writing in a journal with words, pictures, or drawings (W-FS4 PO2)
- ◆ chart student created to communicate information or data (2M-FS2 PO3)
- ◆ current daily activity schedule student uses, or for a student who is blind, a photograph of the current tangible object daily activity schedule (2M-FS2 PO1)
- ◆ shopping list (W-FS4 PO1)
- ◆ calendar of appointments or assignments with due dates (2M-FS2 PO2)
- ◆ sample of personal budget (2M-FS3 PO5)
- ◆ videotape of student participation during ongoing social interaction, such as on the playground or in the break room at work (LS-FS 7 PO1)
- ◆ videotape of student using coins or bills to purchase items in a natural setting, such as a school store, lunchroom, restaurant, store in the community, or vending machine (1M-FS4)
- ◆ completed data collection forms
- ◆ summaries of data
- ◆ graphs of performance
- ◆ audiotapes of student performance

While the creation of a portfolio or the maintenance of student work products is important for instructional decisions and communication with parents, it is optional for Arizona's alternate assessment.